Special Educational Needs Program

FINAL EVALUATION REPORT

FY 1975

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Prepared By

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CHAPTER 1

INTRODUCTION

The Special Education Needs Program completed its first two years of operation in June 1975. Designed as a new state-administered categorical aid program, the purpose of the program is to make available additional state educational resources to students who have or are likely to have low levels of achievement, especially in relation to social and economic factors.

The program is popularly referred to as the SEN Program of Public Law 90, not to be confused with Public Law 89, 1973, which created the statutes for exceptional educational needs, commonly referred to as the Handicapped Program.

ACKNOWLEDGEMENTS

The success of starting a new state-supported educational program for socially and economically disadvantaged children can be attributed to the combined efforts of many consultants and administrative specialists within the Department of Public Instruction. Grateful recognition is also expressed to members of the State Superintendent's Advisory Committee for their advice and wide public support to make the SEN Program a visible, unique state project.

Particular acknowledgement must be given to everyone in public and private agencies who applied their time and talent to submit comprehensive proposals to inform their communities and lawmakers about the benefits being derived by children and their parents from SEN-sponsored activities.

A new program of this importance which is designed to eventually affect an estimated 150,000 children needs the continued support of the Governor, the Legislature, the Joint Committee on Finance, public schools, private schools and

agencies, individual administrators, teachers, specialists, and parents throughout the State of Wisconsin.

HISTORY OF THE PROGRAM

Two major events in the past two years have led to the development of the SEN Program.

In February 1973, a report entitled Final Report, The Governor's Task Force on Educational Financing and Property Tax Reform, was published and distributed throughout the state. The primary purpose of the report was to make recommendations "for shifting the base of elementary and secondary funding from the local property tax to the other means of public support, therefore, eliminating the disparity of educational opportunity and tax burden in our state caused by the financial discrimination inherent in our present property tax system". Essentially, the report described a new school aid formula which in practice was to increase the percent of state costs and decrease the percent of local costs necessary to educate each child. It also described other means of equalizing educational opportunities. They included temporary modification of spending; an expanded list of budgetary items eligible for state aid; updating of statutory minimum educational standards with specific new recommendations; and a new program and funds for the special needs of disadvantaged students. In addition, the report outlined a plan for implementing the Special Educational Needs Program, recommending that the Department of Public Instruction authorize a maximum special aid figure for each school district.

The second major event was the passage of new legislation. As a result of the report by the Task Force, new legislation, known as Public Law 90, 1973, was enacted in conjunction with the state budget for FY 1973-75. In that law, many Task Force recommendations were incorporated concerning school financing

and school standards. The law also accounted for new statutes, s. 115.90 through s. 115.94 of Subchapter V, Chapter 115, which created the Special Educational Needs Program for underachieving students who are also socially and economically disadvantaged (see Appendix A). Another portion of the law allocated funds for program administration and project implementation. Whereas the recommendations of the Task Force would have allocated funds to all districts based on the identified needs of disadvantaged children, the new law allocated a limited level of funding for the program, one which was too small to distribute to each school district in the state. The net result was that while the program remained categorical, it could support only a limited number of educational delivery systems during the first biennium.

Therefore, a subsequent decision by the State Superintendent determined that funds would be allocated based on a grant competition strategy. Public and private agencies in Wisconsin, as defined in the statutes, were eligible to apply.

With the advent of new statutes creating the Special Educational Needs Program (SEN), the Department of Public Instruction proceeded to develop program strategies to implement the law and translate the mandate into a working program. This new legislation required the adoption of new policies, the acquisition of new staff, and the accommodation of the department's current administration to a new structure of coordination regarding past practices without the SEN Program and future practices with the SEN Program as an integral part of the total educational services.

In spring 1973, prior to the passage of the Executive Budget for FY 1973-75 and inpreparation for meeting the mandate of the proposed statutes s. 115.90 through 115.94, a departmental ad hoc planning committee formulated policies to govern the SEN Program plus an action schedule for FY 1973-75. These were submitted as recommendations to the State Superintendent.

By late August 1973, the Executive Budget was passed. Funds totaling $650,000 for the first year of the biennium and $5,350,000 for the second year were appropriated to start the SEN Program throughout the state, with an additional $145,000 designated for purposes of state administration of the program.

Program development began in October 1973, when a staff consisting of a director, an educational consultant, and a clerk-typist was authorized to proceed. Responsibility was given to that authorized staff to undertake specific implementation activities for the remainder of the biennium which would produce operating projects in as short a time as possible. Staff prepared to function in six major areas and subsequent administration of the SEN Program depended upon explicit goals established in these areas. They included:

I Program Development Goals
II Funding Goals
III Staffing Goals
IV Communication Goals
V Scheduling Goals
VI Evaluation Goals

By May 1, 1974, sixteen agency proposals had been selected and funded based on availability of $650,000 for FY 1974. Programs were started immediately and within one month many projects were fully staffed and serving children.

In June 1974, a review of SEN funding by the Joint Committee on Finance resulted in the release of only $2.9 million for use during FY 1975. With this release of funds the Joint Committee on Finance changed the direction of the SEN Program from one based on service to as many SEN eligible students as possible to one of developing models for research purposes.

By June 1974, responses from public and nonpublic agencies to the invitation to compete for SEN grants produced requests from over 200 agencies, an excellent

and positive indication that needs of low achievers throughout Wisconsin living in socio-economic disadvantaged circumstances did exist. About 125, or 63 percent, of the agencies submitted applications. Approximately 24 new proposals were approved in addition to the continuing proposals from 16 ongoing projects.

The State Superintendent's Advisory Committee for the SEN Program consisted of a representative membership of teachers, administrators, and parents (see Appendix C). The committee began functioning on July 15, 1974, when its members undertook to establish policy recommendations regarding selection of projects which would utilize $2,900,000 for FY 1975 released by the Joint Committee on Finance for SEN purposes. Subsequent to the first major task of participating in selection of FY 1975 grantees, the State Superintendent's Advisory Committee has made recommendations about state time schedules for efficient and realistic administration, policies to govern state operations for FY 1976, and interpretation of pupil eligibility for future projects.

In August 1974, 37 agencies received grants which utilized nine-tenths of the appropriations released to the Department of Public Instruction. By January 1975, three new, additional agencies received funds to develop programs for the remaining six months of the biennium. The name and goal of each SEN-sponsored project agency is summarized in Appendix C.

ACCOUNTABILITY DEVELOPMENT

The accountability plan established for the program was adopted for two reasons. First, continual allocation of funds for the Special Educational Needs Program to the Department of Public Instruction carries with it an obligation to meet the request of the Legislature. Newly created SEN programs included evaluation and research components to seek answers to such questions as "Does anything we do make a difference?" and "Are the differences we make worth the money expended?"

Secondly, SEN statute 115.92(1) requires annual review of guidelines to establish criteria which allow the State Superintendent to continue funding programs providing the "greatest likelihood" of success for children. Incorporated in the evaluation strategy are functions designated for the State and all grantees to develop evaluation techniques in as broad and comprehensive a sense as possible.

The Final Evaluation Report will attempt to meet the obligations of accountability to inform the Governor, the Legislature, and the citizens of the State of Wisconsin. Included in the chapters which follow is information about the degree of successful implementation reached in the past two years to translate new legislation into effective and efficient educational services for the children specified in the SEN statutes and information concerning the progress made by students to overcome their identified low achievement. In addition, summary statistical data and descriptive narratives will update and extend information found in the SEN Interim Evaluation Report of January 1975. A summary of the Interim Report results is included in Appendix D.

CHAPTER 2

EVALUATION PROCEDURES

The overall evaluation for the SEN Program was designed to collect and document information on the quality of the projects funded and the worth of those expenditures in relatio to SEN's success in meeting the observed needs of children vis-a-vis the objectives established for each project.

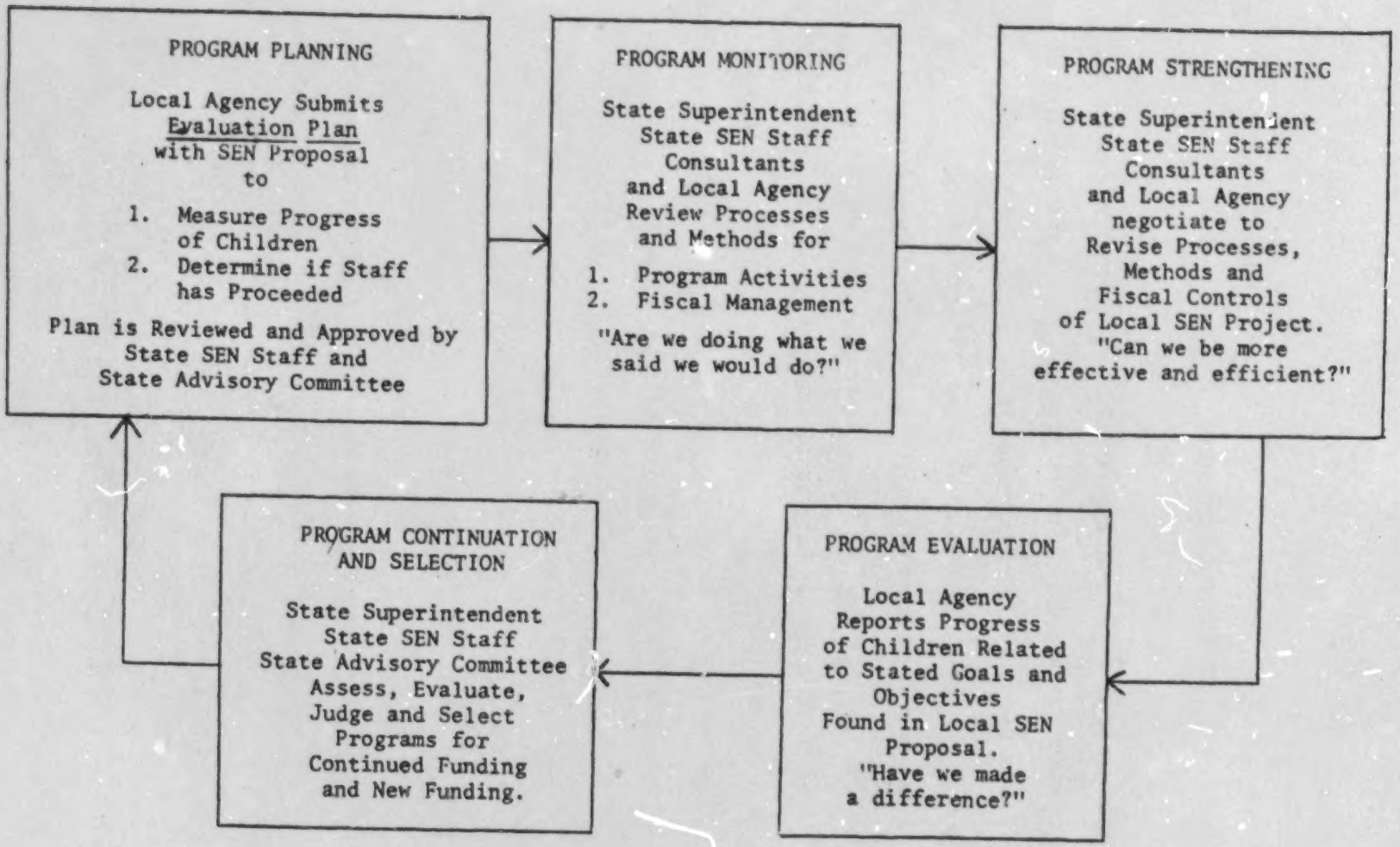
In carrying out this plan of accountability, a unique partnership in evaluation between the Department of Public Instruction and the funded agencies was formed. This partnership can best be illustrated in the SEN Accountability Plan, which is presented in Table 2.1. A quick inspection of the plan shows the multiple dimensions of the SEN evaluation process. Essentially, these can be categorized into the five (5) task areas indicated below:

1. Program Planning;
2. Program Monitoring;
3. Program Strengthening;
4. Program Evaluation; and
5. Program Continuation.

Within each of these areas, the scope and sequence of the SEN evaluation was outlined, with the overriding purpose of collecting and providing information to the State Superintendent to continue funding programs which provide the greatest likelihood of success for children.

TABLE 2.1

SEN ACCOUNTABILITY PLAN


PROGRAM PLANNING
Local Agency Submits Evaluation Plan with SEN Proposal to
1. Measure Progress of Children
2. Determine if Staff has Proceeded
Plan is Reviewed and Approved by State SEN Staff and State Advisory Committee
PROGRAM MONITORING
State Superintendent State SEN Staff Consultants and Local Agency Review Processes and Methods for
1. Program Activities
2. Fiscal Management
"Are we doing what we said we would do?"
PROGRAM STRENGTHENING
State Superintendent State SEN Staff Consultants and Local Agency negotiate to Revise Processes, Methods and Fiscal Controls of Local SEN Project. "Can we be more effective and efficient?"
PROGRAM EVALUATION
Local Agency Reports Progress of Children Related to Stated Goals and Objectives Found in Local SEN Proposal. "Have we made a difference?"
PROGRAM CONTINUATION AND SELECTION
State Superintendent State SEN Staff State Advisory Committee Assess, Evaluate, Judge and Select Programs for Continued Funding and New Funding.

To achieve the major goal of the accountability plan, a variety of comprehensive evaluation activities were established at the state and at the local project levels. State and local activity responsibilities are depicted as follows:

A. State Responsibility For Evaluation

The state evaluation activities included the:

1) review of the applicant's project proposal to ensure the adequacy of the project objectives and the appropriateness of the locally-based evaluation design to measure these objectives;

2) on-site monitoring of the projects at various points in time to determine the progress that the projects had realized in striving toward their goals and in implementing their evaluation designs;

3) collection of data to determine how well project activities were being implemented; and

4) development and administration of an end-of-year evaluation form on which the funded projects could record the progress of children related to the individual project objectives which were established. A copy of this data collection instrument is included in Appendix E.

B. Local Agency Responsibility For Evaluation

Each project applicant was required to submit an evaluation plan and its associated cost as part of the proposal requesting funds. This locally-based evaluation plan consisted of six (6) parts:

1) Needs Assessment: Applicants were required to establish the extent of the need for a SEN program by comparing deficiencies in level of academic achievement for a selected population and the extent of resources available in the agency to overcome the deficiencies.

2) Selection of Goals and Specific Behavioral Objectives: Applicants were encouraged to indicate the desired program outcomes in broad terms as goal statements. Behavioral objectives were then developed for each stated goal so that each could be adequately measured.

3) Pre-Test Assessment Procedures: Applicants were requested to indicate what instruments were to be used to collect information about children for eligibility in and selection for SEN programs in order to form a base line of data from which to estimate progress. Schedules of data-collection activities and samples of forms for recording information were also required.

4) Evaluation Methods to Judge Progress of Participants: Data analysis and statistical treatment of the data was required. To measure pupil objectives, applicants could use norm-referenced standardized instruments or criterion-referenced instruments, using such techniques of data analysis as comparison of raw scores, descriptive statistics, or multilinear regressions. Subjective narrative reports was another means available to judge pupil progress.

5) Evaluation Methods to Judge Progress of Implementation: Each agency was requested to indicate process objectives related to the following project components:
a. Operation in instruction, staff development, materials development, community involvement, etc.
b. Project management.
Documentation of timelines and the extent to which each program activitity is implemented was a requirement.

6) Post-Test Assessment Procedures: Applicants indicated what instruments are to be used to collect information about change in children, parents and/or teachers which brings them closer to stated behavioral objectives. Provisions were made for assigning evaluation functions and transmitting reports to state and local groups.

The task of this "First Annual Evaluation Report" of the SEN Program then is to summarize on a statewide basis the results of the SEN Program over the first two years of operation. Because of this statewide or program approach to reporting, some sections of the report will look at results on an agency-by-agency basis, while other sections will present aggregate data and document these using statistics such as grand total, average, and other group summary indices.

Chapter 3 (Financial and Enrollment Statistics) attempts to show the funding and student cost and participation patterns across the program and on an agency-by-agency basis. Chapter 4 (Program Characteristics) on the other hand will give the reader a cross-section of some of the more salient elements of the SEN Program and how these varied between projects. Data on duration of projects, the type of personnel employed, and the pattern of student contact associated with a typical SEN project will be presented.

In Chapter 5 (Program Evaluation), the two generic types of evaluation approaches and their results are described. The first type of evaluation, process evaluation, describes from the state perspective how well the SEN Program

was conducted. To this end, the findings from state monitoring of projects and the end-of-year program activity evaluation are described.

The other evaluation method utilized, product evaluation, explores the effectiveness of the SEN projects in relation to the number of objectives which were accomplished, and the number of pupils who accomplished a specified range of objectives. These findings are demonstrated on an agency-by-agency basis, with a state "effect" also illustrated. Since this section of the report examines the question about the worth of the SEN Program, it is especially important to document the limitations of the evaluation design to guard against misuse or misinterpretation of the results, and to especially discourage comparisons of one agency with another. These limitations to the evaluation are indicated below:

1) The SEN Program was designed to meet the individual needs of children. Since these needs can be expected to vary considerably between projects and among children within projects, both the number of the objectives established and the purposes of each of these can be expected to vary considerably, leaving comparison of one agency to another invalid.

2) Each project was given the prerogative to select their own yardstick of evaluation, e.g., standardized testing, objectives testing, or subjective judgment, as well as choose their own method of data analysis, e.g., tests of significance, comparison of raw scores, or use of grade equivalents. Since these measurement techniques were in fact applied in a differential fashion, there is no uniform way of comparing one project's success with another.

3) The evaluation results presented in this document are based on the data reported by each project. These data were accepted by the Department in good faith that they accurately reflect what happened during the project's intervention. Raw data substantiating the judgments of these projects is available at the project level.

4) Thirteen (13) projects selected and used a comparison group of students against which to measure the true effect of the SEN instructional intervention. While this approach to augmenting the SEN evaluation is commendable, it should be noted that some problems were observed with this application of quasi-experimental design. Foremost was that the comparison groups may not have been identical to the SEN population on all necessary characteristics for analyses. In addition, there is the possibility that some of these students may have been receiving additional instruction in the form of ESEA Title I, etc.

5) Four (4) projects did not submit their results in time for inclusion in this report. These results will be appended when received by the Department.

CHAPTER 3

ENROLLMENT AND FINANCIAL STATISTICS

ENROLLMENT

Table 3.1 indicates that SEN projects were distributed among public and nonpublic agencies and served rural as well as urban populations. The projects were located in 17 counties, with 25 or 61.0 percent of them found in an urban setting while 16 or 39.0 percent were found in a rural setting. One project reported serving equal numbers of urban and rural children. The urban projects served 3,212 or 73.9 percent of all the children participating in SEN projects with the remaining 1,136 or 26.1 percent being served in rural settings.

TABLE 3.1

LOCALITY OF SEN PROJECTS BY ENROLLMENT

Location:	Projects		Enrollment	
	N	%	N	%
Urban	25	61.0	3212	73.9
Rural	16	39.0	1136	26.1
TOTAL	41	100.0	4348	100.0

A look at the distribution of grade levels (Table 3.2) covered by SEN projects points out that the legal requirement to give priority to projects which serve children in early childhood is amply satisfied since 54 projects indicated they served children in grade level three or below, while 26 projects reported that they served children in grade level four or above. (Duplicate count is reflected in these figures since some projects serve more than one grade level.)

TABLE 3.2

NUMBER AND PERCENTAGE OF PROJECTS
AND ENROLLMENT PER GRADE LEVEL

Grade Level	Project		Enrollment	
	N	%	N	%
Pre K	23	28.7	1095	25.2
K	14	17.5	327	7.5
1-3	17	21.3	782	18.0
4-6	12	15.0	1621	37.3
7-12	14	17.5	523	12.0
Total	80	100.0	4348	100.0

Table 3.3 shows the ethnic characteristics of the SEN student population. These data show that the children participating were more likely to be White than minority, with Blacks representing the largest minority group (27.0%) followed by Spanish Surname (7.1%), Native American (4.7%), and Oriental (.3%).

TABLE 3.3

ETHNICITY OF CHILDREN PARTICIPATING IN SEN PROJECTS

Ethnicity:	N	%
Spanish Surname	307	7.1
Black	1175	27.0
Native American	204	4.7
Oriental	11	.3
All Others	2651	61.0
Total	4348	100.0

FINANCIAL

In 1973, the Legislature appropriated $6,000,000 in SEN money with the stipulation that the funds be released by the Joint Committee on Finance only upon request and justification of the Department of Public Instruction. The Department established all operation procedures necessary to administer the state SEN Program and had, by June 1974, selected enough relevant and appropriate projects to utilize the entire amount of SEN funds set aside for the biennium. A total of $2,900,000 was released to 40 projects (37 funded in July of 1974, 3 additional projects in January of 1975) out of the 87 originally chosen because of the impossibility of selecting as many programs with variations in learning interventions, of different sizes and per pupil costs as planned in order to satisfy the directive given by the Joint Committee on Finance. That directive asked the Department of Public Instruction to fund experimental and model projects in order to search for successful interventions that helped disadvantaged children reach their best academic skill level. Tables 3.4 through 3.7 present the fiscal expenditures of each project, and compares these expenditures with each project's enrollment. During FY 1975 $2.9 million was available; of this, $2,774,457 was spent as of the Third Quarter, or drawn upon for Fourth Quarter expenditures. Consequently, approximately $125,543 of the $2.9 million approved is expected to be returned to the SEN account. It is believed that this amount is being returned because the late approval to release funds to the SEN Program impeded the rate of implementation of the state plan with optimum time to staff and develop curriculum both in FY 1974 and again in 1975.

As table 3.4 illustrates, the number of projects were fairly evenly distributed between Public and Nonpublic agencies. The Public agencies had two fewer projects while receiving 71.2 percent of the total SEN money, serving

77.5 percent of the total children taking part in the SEN Program and had an average expenditure for each child of $586. The Nonpublic projects received 28.8 percent of the money, served 22.5 percent of the students, and had an average expenditure of $816 per student. The average expenditure per student across all projects was $638.

TABLE 3.4

SEN PROJECTS BY AGENCY TYPE, EXPENDITURE AND ENROLLMENT

Agency	Project		Expenditure		Enrollment		Per Pupil
	N	%	N	%	N	%	Expenditure
Public	19	47.5	$1,975,572	71.2	3369	77.5	$586
Nonpublic	21	52.5	798,885	28.8	979	22.5	816
Total	40	100.0	$2,774,457	100.0	4348	100.0	$638

Tables 3.5 through 3.7 present the expenditure levels, enrollment totals, and per-student expenditures by Public and Nonpublic agency type. Each project is identified and compared two ways. Table 3.5 compares each project's expenditures and enrollments with the total amount of SEN monies spent and students served. This table, therefore, shows that the Milwaukee Teachers Pupil Learning Lab project received the most money of all projects amounting to $435,404 or 15.6 percent of all SEN monies released, with Cosmic Montessori Society, Inc. receiving the least, $4,800 or 3 percent of the total money. The Milwaukee Teachers Pupil Learning Lab project also served the most students, 1,028 or 23.6 percent of the total number of students taking part in SEN projects, while the Highland Community School project served the least, 13, or .3 percent of all the students served. When taking a look at the cost per student data, it is important to note that the variation of this figure between these projects is a result of both the type and amount of SEN intervention provided.

Tables 3.6 and 3.7 look at how expenditures and enrollments were distributed within Public and Nonpublic agency types. The Milwaukee Teachers Pupil Learning Lab project received 22.0 percent of all students being served in the Public agencies. The Southwestern Community Action Program (CAP) project received 10.1 percent of all the monies allocated to Nonpublic agencies, and served 4.5 percent of all the students partaking in projects run by Nonpublic agencies. The Harambee Community School project served 28.0 percent of all the children served by Nonpublic agencies, but received 7.7 percent of the money.

TABLE 3.5
SEN PROJECTS BY AGENCY TYPE, EXPENDITURE, ENROLLMENT AND EXPENDITURES PER PUPIL

Public	Expenditure N	Expenditure %	Enrollment N	Enrollment %	Expenditure Per Pupil
(1)Amery*	3,309	.1	*	--	--
Bayfield, Jt. Dist. #1	17,677	.6	52	1.2	340
Beloit, Jt. Dist.#1	137,460	5.0	140	3.2	982
Cashton, Jt. Dist. #1	29,707	1.1	45	1.0	660
CESA #6, Chippewa Falls	188,290	6.8	143	3.3	1317
CESA #10, Plymouth	80,970	2.9	63	1.5	1285
CESA #13, Waupun	129,339	4.7	366	8.4	353
CESA #18, Burlington	102,740	3.7	101	2.3	1017
Gillett, Jt. Dist. #3	21,191	.8	30	.7	706
Green Bay, Jt. Dist #1	159,971	5.8	226	5.2	708
Madison, Jt. Dist.#8	16,560	.6	24	.6	690
Melrose - Mindoro	57,206	2.1	140	3.2	409
Milwaukee (Career Program)	67,366	2.4	41	.9	1643
(2)Milwaukee Teacher Pupil* Learning Lab	435,404	15.6	1028	23.6	424
Racine Public Schools	295,035	10.5	731	16.7	404
(3)Shawano Public Schools*	30,000	1.1	20	.5	1500
Sheboygan, Jt. Dist.#1	81,952	3.0	90	2.1	911
Stoughton, Jt. Dist.#3	26,420	1.0	33	.8	801
Tomah Public Schools	41,675	1.5	50	1.2	834
Wausau, Jt. Dist.#1	53,300	1.9	46	1.1	1159
Total Public	$1,975,572	71.2	3349	77.5	---
Average	98,779	--	177	--	$586
*See following page for explanation of numbered footnotes					
Nonpublic					
(3)Carter Child Dev. Center*	21,300	.8	52	1.2	410
Centro-Cultural-Ed. U.S.	26,895	1.0	43	1.0	625
(3)CAP of Rock County*	10,095	.4	28	.6	361
Child Development Inc.	29,783	1.1	18	.4	1656
Commando Project I	79,081	2.8	31	.7	2551
Comm. Cord. Child Care	56,736	2.0	35	.8	1621
Comm. Relations Soc. Dev.	47,541	1.7	21	.5	2264
Menomonie CAP	45,019	1.6	26	.6	1731
Menomonie City Ed. Comm.	78,300	2.8	36	.8	2175
Milw. Private Coop. (Admin)	9,228	.3	--	--	--
(3)Cosmic Mont. So.,Inc.*	4,800	.2	15	.3	320
Harambee Comm. School	62,327	2.2	274	6.4	227
Highland Comm. School	9,557	.4	13	.3	735
Journey House	58,071	2.1	64	1.5	907
Lee Community School	28,750	1.0	56	1.3	513
Rainbow School	10,352	.4	13	.3	796
Urban Day School	43,838	1.5	69	1.6	635
North Central CAP	30,180	1.1	21	.5	1437
Oneida Tribe of Wisconsin	26,296	1.0	70	1.6	376
Silver Springs Neigh.Ctr.	9,959	.4	15	.3	664
Southwestern CAP	81,028	2.9	45	1.0	1801
Tri-City Youth Services	29,750	1.1	34	.8	875
Total Nonpublic	$798,885	28.8	979	22.5	---
Average	36,313	--	47	--	$816
Total Public & Nonpublic	$2,774,457	100.0	4348	100.0	$638 (average)

TABLE 3.6
SEN PROJECTS RUN BY PUBLIC AGENCIES BY
EXPENDITURES, ENROLLMENT AND EXPENDITURES PER PUPIL

Public	Expenditure		Enrollment		Expenditure Per
	N	%	N	%	Pupil
Amery	3,309	.2	*	--	--
Bayfield, Jt. Dist. #1	17,677	.9	52	1.5	340
Beloit, Jt. Dist.#1	137,460	7.0	140	4.2	982
Castton, Jt. Dist. #1	29,707	1.5	45	1.3	660
CESA #6, Chippewa Falls	188,290	9.5	143	4.3	1317
CESA #10, Plymouth	80,970	4.1	63	1.9	1285
CESA #13, Waupun	129,339	6.6	366	10.8	353
CESA #18, Burlington	102,740	5.2	101	3.0	1017
Gillett, Jt. Dist. #3	21,191	1.1	30	.9	706
Green Bay, Jt. Dist #1	150,971	8.1	226	6.7	708
Madison, Jt. Dist.#8	16,560	.8	24	.7	690
Melrose - Mindoro	57,206	2.9	140	4.2	409
Milwaukee (Career Program)	67,366	3.4	41	1.2	1643
Milwaukee Teacher Pupil Learning Lab	435,404	22.0	1028	30.4	424
Racine Public Schools	295,035	14.9	731	21.7	404
Shawano Public Schools	30,000	1.5	20	.6	1500
Sheboygan, Jt. Dist.#1	81,952	4.2	90	2.7	911
Stoughton, Jt. Dist.#3	26,420	1.3	33	1.0	801
Tomah Public Schools	41,675	2.1	50	1.5	834
Wausau, Jt. Dist.#1	53,300	2.7	46	1.4	1159
Total Public	$1,975,572	100.0	3369	100.0	---
Average	98,779	--	177	--	$586

*Program Discontinued

TABLE 3.7
SEN PROJECTS RUN BY NONPUBLIC AGENCIES BY
EXPENDITURES, ENROLLMENT AND EXPENDITURES PER PUPIL

Nonpublic	Expenditure		Enrollment		Expenditure
	N	%	N	%	Per Pupil
Carter Child Dev. Center	21,300	2.7	52	5.3	410
Centro-Cultural-Ed. U.S.	26,895	3.4	43	4.4	625
CAP of Rock County	10,095	1.7	28	2.9	361
Child Development Inc.	29,783	3.7	18	1.8	1656
Commando Project I	79,081	9.9	31	3.2	2551
Comm. Cord. Child Care	56,736	7.1	35	3.6	1621
Comm. Relations Soc. Dev.	47,541	6.0	21	2.2	2264
Menomonie CAP	45,109	9.7	26	3.7	1732
Menomonie City Ed. Comm.	78,300	5.6	36	2.7	2175
Milw. Private Coop. (Admin)	9,228	1.2	--	--	--
Cosmic Mont. So.,Inc.	4,800	1.2	15	1.3	320
Hiranbee Comm. School	62,327	7.7	274	28.0	227
Highland Comm. School	9,557	7.3	13	6.6	735
Journey House	58,071	3.6	64	5.7	907
Leo Community School	28,750	1.8	56	1.3	513
Rainbow School	10,352	5.5	13	7.0	796
Urban Day School	43,838	.6	69	1.4	635
North Central CAP	30,180	3.8	21	2.2	1437
Oneida Tribe of Wisconsin	26,296	3.3	70	7.2	376
Silver Springs Neigh.Ctr.	9,959	1.3	15	1.5	664
Southwestern CAP	81,028	10.1	45	4.5	1801
Tri-City Youth Services	29,750	3.7	34	3.5	875
Total Nonpublic	$798,885	100.0	979	100.0	---
Average	38,042	--	47	--	$816
Total Public & Nonpublic	$2,774,457	100.0	4348	100.0	$638 (average)

(1) The Amery project did not function after October 30, 1974.

(2) The Milwaukee Public School Pupil Teacher Learning Lab was a two phase program. Phase I provided 126 students with intensive educational experiences at the Jefferson School. Phase II consisted of a teacher training program in which 32 teachers, of 902 SEN eligible students attending various elementary schools in central Milwaukee, received instruction in techniques for helping the SEN children in their classroom. SEN funds supplemented the basic program for these children in their respective schools.

(3) Projects became operable in January of 1975 and continued through the second semester.

CHAPTER 4

PROGRAM CHARACTERISTICS

TIME OF OPERATION

The variation in the time of operation of the 40 SEN projects is depicted in Table 4.1. The information in this table is arranged by agency (public and nonpublic) and length of project duration, as defined by semesters. Each semester is equivalent to approximately five months of instruction.

An inspection of the table shows that 36, or 90 percent of the projects operated for at least two semesters, with the remaining four projects funded for only one semester. These latter four projects were initiated during the spring semester, 1975. When looking at the data while controlling for type of agency, one can observe only a slight difference between public and nonpublic agencies in each of the categories of project duration. For instance, the data reveals that for the category "more than two semesters" ten public and seven nonpublic agencies were funded. In the category "two semesters" a reversed pattern can be observed. In this category, eight public agencies and 11 nonpublic agencies were operated. For the project duration category entitled "one semester" three of the four projects were nonpublic schools.

TABLE 4.1

NUMBER OF SEMESTERS ELAPSED BETWEEN BEGINNING AND ENDING DATE FOR PERIOD WHICH SEN PROJECTS WERE FUNDED: 1974-75

Project Duration	Agency		
	Public	Nonpublic	Total
More than two Semesters	10	7	17
Two Semesters	8	11	19
One Semester	1	3	4
Total	19	21	40

PERSONNEL

Summarized in Table 4.2 are the number and kinds of persons involved in personnel categories funded by the SEN Program and other funding sources. An examination of the table shows three types of personnel categories under Paid Personnel. These include Administrative, Teacher, and Non-Professional types. In addition, another category labeled Volunteers is presented to illustrate that Unpaid Personnel were also a major part of the SEN staffing pattern.

When looking at the number of full-time equivalent positions by source of funding, there appears to be very little difference between the number of SEN-funded positions and the number of other funded positions in the area of Administration.

In the Teacher category, however, differences begin to take observable form. For example, SEN funds paid for 116.41 full-time Teacher positions, while other funding sources accounted for 87.71 full-time Teacher positions, bringing the total number of full-time teachers working in the SEN Program to 204.12.

In the Non-Professional Paid Personnel category, the data shows that the SEN Program funded the great majority of Non-Professional types. In this category, 185.80 positions were funded with SEN Program monies while other funds were expended to buy 32.46 positions.

TABLE 4.2

NUMBER OF FULL-TIME PERSONS INVOLVED IN PERSONNEL CATEGORIES FUNDED BY SEN PROGRAM AND OTHER FUNDING SOURCES: 1974-75

Personnel Category	Full-Time Equivalent Positions		
	SEN Funds	Other Funds	Total (%)
Paid Personnel			
Administration	16.38	17.06	33.44 (7.3%)
Teacher	116.41	87.71	204.12 (44.7%)
Non-Professional	185.80	32.46	218.26 (47.8%)
Total Paid Personnel	318.59	137.23	455.82 (100%)
Unpaid Personnel			
Volunteers	--	--	89.11 (100%)
Total Unpaid Personnel			89.11 (100%)

It is sometimes instructive to look at the Paid Personnel categories according to the percentages of the type of positions funded to the total number of positions. When doing so, the data reveals a striking pattern of the number of people employed for instructional purposes in the SEN Program. For instance, it appears that the most prevalent positions funded were the classroom teacher and the instructional aide position, respectively. This employment pattern of well over 90 percent of the positions across funding sources for the SEN Program in instructional areas should come as no surprise, however, since the SEN Program was specially designed to serve the target population of children with low-achievement problems. Therefore, the skewed distribution of positions in the instructional area is consistent with the design of the program.

STUDENT CONTACT

A variety of grouping patterns occurred in the various SEN projects across the state. Table 4.3 presents a look at the typical instructional contact pattern of an average project as they occurred within any given week. The contact patterns are divided into three types: one-to-one, group of fewer than five, and groups of more than five. The average number of students per project which received a given type of contact, the average duration in hours of that contact, and the average number of these contacts per week are all presented. These are of course a duplicated count of students since one can expect each student to be involved in more than one instructional grouping arrangement during the course of a week.

TABLE 4.3

AVERAGE WEEKLY STUDENT CONTACT BY TYPE OF CONTACT, NUMBER OF STUDENTS, DURATION OF CONTACT, AND NUMBER OF CONTACTS.

Type of Contact:	No. of Students	Duration of Contact Hours	No. of Contacts
One-to-One	42	2.7	6
Group of Fewer Than Five	50	2.9	5
Group of More Than Five	27	4.5	7

These data show that at a given SEN project within any single week of the project year, one could expect that 42 students will have received 2.7 hours of one-to-one contact. This 2.7 hours was accumulated over six contacts, each averaging around 16 minutes. In groups of less than five, 50 students would have received 2.9 hours of contact accumulated over five contacts for an average of 36 minutes. In groups of more than five, 27 students received 4.5 hours of contact accumulated over seven instances for an average of 39 minutes per contact in any given week of SEN project operation. Therefore, a student was more likely to have contact with non-student personnel (i.e., teachers, tutors, aides, parents, etc.) in groups of less than five for about 30 minutes a day, somewhat less likely to have contact in one-to-one situations and for shorter periods of time (16 minutes) per day, and even more less likely to participate in contact situations in groups of more than five, with these contact situations being for longer periods of time than the other two contact types.

The real significance of these per student contact data lies in the fact that the SEN Program was highly individualized, and that within a given week of operation, an instructional arrangement of one-to-one or instructional groups of less than five could be observed. As reported in a later section of this report (Chapter 5), the instructional pattern of the SEN Program was evaluated as quite satisfactory and surely one element of the program contributing to the positive student achievement patterns which were found.

CHAPTER 5

PROGRAM EVALUATION: ANALYSIS OF PROGRAM OPERATION

STATE PROGRAM MONITORING

On June 21, 1974, the State Superintendent of Public Instruction made seven commitments on behalf of the Department to the Legislature and Governor relative to the SEN Program. These commitments were fulfilled; a report of the commitments and strategies employed to achieve them follows:

Commitment #1:

That a statewide Special Educational Needs advisory committee will be established. The function of the committee will be to:

a. Recommend policy;

b. Recommend changes in guidelines (as required by statute) to strengthen programs; and

c. Recommend funding of projects previously evaluated by SEN staff.

The State Superintendent's Advisory Committee for SEN became operational on July 15, 1974. Since that time the committee has been most active in every phase of the program. Six general meetings of the committee have been held for the purpose of: developing policies and guidelines; reviewing project applications, evaluating project activities; and establishing application procedures and format etc.

Commitment #2:

That fiscal management and audit systems will be developed and strictly enforced to ensure that maximum program and fiscal effectiveness is derived from each SEN dollar appropriated.

A review of fiscal management procedures indicate that the state office has established a workable system. Advanced quarterly payments coupled with required expenditure reports has produced the control factor to spending in accordance with proposal budgets. Required reports and deadlines for submitting reports were established in the spring of 1974.

Commitment #3:

That each approved program is monitored at least monthly by professional consultants to ensure program and fiscal accountability.

Program monitoring processes indicate that each SEN project was reviewed either by telephone or personal, on-site contact on a monthly basis. The average number of on-site visitations range from four to ten during the project period.

Commitment #4:

That each approved program is evaluated through an on-site team visit by Department consultants at least once each year.

Between the period of time from March 12, 1975 to June 3, 1975, all forty SEN programs were visited by the SEN Evaluation Team. This visit was conducted for the purpose of assessing all phases and stages of program activities in relation to SEN guidelines.

Commitment #5:

That professional research and evaluation consultants from the Department's Bureau for Planning and Evaluation will assist the SEN staff as needed to develop and validate assessment and evaluation models to meet the needs of the various types of approved programs.

In fulfilling this commitment the Department formulated evaluation designs to retrieve data about process or operation and about progress of children as that data relates to stated program goals and objectives. These designs have proven to be acceptable and workable for both public and private agencies. The SEN Evaluation Consultant, while in frequent contact with all projects, provided technical assistance in the writing of project objectives and designing of evaluations.

The SEN Accountability Plan Design involved the submitting of two reports by approved programs to the Department. These were:

1) The Mid-Year Evaluation Report - Jan. 27, 1975
2) The Final Evaluation Report - May 22, 1975

Commitment #6:

That the results of the assessment and evaluation for each approved project will be formally presented to the Legislators and Governor prior to January 1 (as required by statute) and June 1 of each fiscal year.

> The SEN Interim Report for FY 1975 was distributed the first week in February, 1975 and contains information relative to the administrative goals of the SEN Program. These include program development goals, funding goals, staffing goals, communication goals, scheduling goals and evaluation goals. A Summary of the Interim Report is included in Appendix A. This final report fulfills the Commitment.

Commitment #7:

That the Department will develop and disseminate a bi-monthly newsletter relative to SEN programs and activities.

> The Department met this commitment in the publishing and statewide disseminating of the "SENtinel Newsletter". To date three (3) issues of the "SENtinel" have been published - with issue #4 due off the press by the end of June 1975.

STATE MONITORING RESULTS

Each SEN project was subjectively evaluated on twelve specific components relative to program operation and SEN Guidelines, as represented in Table 5.1. The DPI-SEN staff's consensus was recorded.

The component areas where projects were considered to experience greater success were in the areas of: Assessment, Staff Appropriation, Pupil, and Instruction. Staff development (Inservice) was encouraged throughout the project year by the DPI staff; however, inservice training for staff was not a mandatory component in the 1975-76 project. Many project activities for staff was viewed to be general "staffing: maneuvers and not established staff development activities. This probably accounts for the fact that 57.5 percent of the projects were given a rating of Acceptable to Unacceptable in this component. To assist in this area, the 1975-76 SEN application has been designed to help programs identify specific staff development activities related to overall project goals and objectives.

TABLE 5.1

NUMBER AND PERCENTAGE OF PROJECTS WITH A RANKING OF HIGHLY ACCEPTABLE, ACCEPTABLE & UNACCEPTABLE

SEN Component		Criteria	Highly Acceptable	Acceptable	Unacceptable
Pupil		eligibility; numbers served	35 87.5%	4 10.0%	1 2.50%
Cost		effectiveness; per pupil costs	30 75.0%	4 10.0%	6 15.0%
Staff	A.	Appropriateness; role assignments; certification	33 82.5%	4 10.0%	3 7.5%
	B.	Funding; salaries; comparableness	30 75.0%	6 15.0%	4 10.0%
Budget		supplemental; appropriateness; justification; expended as approved	31 77.5%	3 7.5%	6 15.0%
LAPC	A.	Activity meetings; involvement	17 42.5%	11 27.5%	12 30.0%
	B.	Advisory capacity	6 15.0%	18 45.0%	16 40.0%
Assessment		needs assessment; instruments	33 82.5%	5 12.5%	2 5.0%
Instruction		program design; methods, techniques	32 80.0%	6 15.0%	2 5.0%
Evaluation		as approved; per guidelines; acceptable	25 62.5%	12 30.0%	3 7.5%
In-Service		quantity; quality; modes	17 42.5%	17 42.5%	6 15.0%
Parent Involvement N=38		parent contacts	26 68.4%	8 21.1%	4 10.5%(2N.A
Dissemination		public relations; information sharing	22 55.0%	13 32.5%	5 12.5%
Monitoring		in-house checking and regulating of activities	29 72.5%	7 17.5%	4 10.0%
Total			65.6%	21.15%	13.2%

Another general weakness was identified in the Local Policy Advisory Council (LAPC) component area. Fifty-seven and on-half (57.5) percent of all projects received a score from acceptable to unacceptable. Many private agencies were operating with Parent Groups, Policy Councils or Boards of Directors instead of formulating a bona fide SEN-LAPC.

Eighty-six and seven-tenths (86.7) of the 40 projects operating received an acceptable or highly acceptable rating in the various component areas while only 13.2 percent of projects received unacceptable ratings over all areas. Based on these analyses it can be summarized that consistent with the SEN guidelines, projects were operating highly acceptably.

EVALUATION OF SPECIFIC SEN ACTIVITIES

An evaluation of program activities was conducted to look at specific program activities used, and the degree of effectiveness of these activities when applied to a given target group. The target groups include students, parents, and teachers. Using the end-of-year evaluation form developed by the Department, 21 activities were specified for the assessment, with an "other" provided to allow for additional program activities unique to the projects. Since these additions accounted for no more than minimal use by the projects they are not presented nor analyzed in tables which accompany the evaluation narrative.

The tables are organized to present the program activity, the number of projects using the activity, and the percentage of these projects which found the activity: greatly effective, partially effective, less effective or not effective at all. This format applies to all three target groups. The student target group is included in Table 5.2, parents in Table 5.3, and teachers in Table 5.4.

Students. Of the first 21 program activities with students reported on, eight or 38.1 percent were used by 30 or more projects. These eight activities proved to be at least partially effective, with most being greatly effective. Instructional materials were the most frequently used and apparently proved the most effective category. Small group instruction and individualized instruction were next in frequency of use and also received high ratings for being greatly effective when dealing with students. The activities employed least of the 21 when dealing with students were student group counseling, which proved only partially effective, and the use of extended school days, which proved greatly effective in 50 percent of the projects and partially effective in 40 percent. The remaining 10 percent of users rated this activity not effective at all. The remaining activities were used to a lesser extent with varying degrees of effectiveness.

Parents. Of the projects employing program activities for parents, (Table 5.3), the most frequently used was parent-staff conference which proved rather effective, while the use of audio-visual materials was second most frequently used and also proved effective. The least used activities were extended school days with 100 percent of the projects finding this greatly effective and student group counseling, which was evenly divided between greatly and partially effective

Teachers. The use of counseling of parents was by far the most frequent activity employed when dealing with the teacher target group, but its effectiveness seems to be questioned in that it is the only activity that registered a "not effective" when applied toward this target group. Sixty-four percent (64%) of the projects found it only partially effective. The extended school day and home activity packet activities were the least frequently employed, but still proved to be at least partially effective. It appears from Table 5.4 that no matter which program activity was employed when dealing with the teacher target group only a very few proved to be less than effective.

TABLE 5.2

SUMMARY EVALUATION OF SEN PROGRAM ACTIVITIES
IN RELATION TO THE STUDENT TARGET GROUP

Program Activity:	Number of Projects	% Responding Greatly Eff.	% Responding Part. Effec.	% Responding Less Effect.	% Responding Not Effect.
Instructional Materials	36	86	14	- -	- -
Diagnostic/Prescriptive Materials	32	59	35	6	- -
Use of Specialists	31	52	36	7	6
Use of Aides	28	89	7	4	- -
Individualized Instruction	35	86	14	- -	- -
Teacher Inservice	32	32	56	9	3
Counseling Students	22	36	50	14	- -
Field Trips	27	55	41	4	- -
Training for Parents	19	42	42	11	5
Extended School Day	10	50	42	- -	10
Counseling Parents	21	29	57	10	5
Student Group Counseling	8	37	63	- -	- -
Home Activity Packet	15	40	47	13	- -
Use of Audio-Visual Materials	33	52	42	6	- -
Home Visits	26	81	19	- -	- -
Small Group Instruction	35	80	17	3	- -
Tutoring By Adults	19	79	21	- -	- -
Tutoring By Peers	16	25	75	- -	- -
Parent Staff Conference	32	56	38	3	3
Use of Volunteers	23	48	48	4	- -
Use of Program Consultants	28	54	25	18	3
Other (Specify) 22 Specified					

TABLE 5.3

SUMMARY EVALUATION OF SEN PROGRAM ACTIVITIES
IN RELATION TO THE PARENT TARGET GROUP

Program Activity:	Number of Projects	% Responding Greatly Eff.	% Responding Part. Effec.	% Responding Less Effect.	% Responding Not Effect.
Instructional Materials	14	43	50	7	- -
Diagnostic/Prescriptive Materials	5	40	40	20	- -
Use of Specialists	13	38	54	8	- -
Use of Aides	7	71	29	- -	- -
Individualized Instruction	8	75	13	12	- -
Teacher Inservice	5	60	40	- -	- -
Counseling Students	6	50	50	- -	- -
Field Trips	9	89	- -	11	- -
Training for Parents	12	67	33	- -	- -
Extended School Day	3	100	- -	- -	- -
Counseling Parents	11	36	64	- -	- -
Student Group Counseling	4	50	50	- -	- -
Home Activity Packet	6	50	33	- -	17
Use of Audio-Visual Materials	15	73	27	- -	- -
Home Visits	12	75	25	- -	- -
Small Group Instruction	8	88	12	- -	- -
Tutoring By Adults	5	80	20	- -	- -
Tutoring By Peers	6	83	17	- -	- -
Parent Staff Conference	16	69	31	- -	- -
Use of Volunteers	10	40	50	- -	10
Use of Program Consultants	12	58	25	- -	17
Other (Specify) 22 specified					

TABLE 5.4

SUMMARY EVALUATION OF SEN PROGRAM ACTIVITIES
IN RELATION TO TEACHER TARGET GROUP

Program Activities:	Number of Projects	% Responding Greatly Eff.	% Responding Part. Effec.	% Responding Less Effect.	% Responding Not Effect.
Instructional Materials	18	83	17	- -	- -
Diagnostic/Prescriptive Materials	15	73	20	7	- -
Use of Specialists	15	67	33	- -	- -
Use of Aides	14	71	22	7	- -
Individualized Instruction	16	69	31	- -	- -
Teacher Inservice	15	67	33	- -	- -
Counseling Students	10	70	30	- -	- -
Field Trips	9	89	11	- -	- -
Training for Parents	6	33	50	17	- -
Extended School Day	3	67	33	- -	- -
Counseling Parents	41	27	64	7	2
Student Group Counseling	6	17	83	- -	- -
Home Activity Packet	5	20	80	- -	- -
Use of Audio-Visual Materials	16	75	25	- -	- -
Home Visits	8	50	50	- -	- -
Small Group Instruction	13	85	15	- -	- -
Tutoring By Adults	6	100	- -	- -	- -
Tutoring By Peers	7	43	29	28	- -
Parent Staff Conference	12	50	50	- -	- -
Use of Volunteers	10	30	70	- -	- -
Use of Program Consultants	12	58	25	17	- -
Other (Specify) 22 specified					

CONCLUSIONS OF PROGRAM OPERATION

Project interventions varied and ranged widely in terms of strategies to benefit children and parents. While a review of evaluation data already presented in this report indicate variety in time of operation, pupil contact, pupil-teacher ratio and program activities, attention will not be given to summarize the specific program activities that have been utilized in meeting the objectives and needs of participants. (i.e., students, parents, staff).

Activities With Students. The most widely used activities that proved to be greatly effective were instructional materials, small groups, individualized instruction and use of aides. In programming for the underachiever many projects recognized the need to provide intensive, individualized and small group instruction using materials and equipment. The utilization of aides was the most effective activity.

Teacher inservice activities were reported as being used by 32 projects with only 32 percent of the projects reporting it to be greatly effective and 68 percent reporting partially to not effective. This relates to the DPI monitoring table that identifies that 57.5 percent of projects were given a rating of acceptable and unacceptable in inservice.

Home visits were used by 12 programs with 81 percent reporting this activity to be greatly effective and the remaining 19 percent reporting it to be partially effective.

Activities with Parents. In providing program activities involving the parents of SEN children, the most frequently recorded activities include parent/staff conferences; use of audio visual materials; instructional materials and use of specialists. Analysis of the table shows that the parent/staff

conference is still a most effective way of involving and educating parents. Twelve (12) projects provided training programs for parents, 67 percent of the projects rated it greatly effective while the other 33 percent of programs rated it partially effective.

Activities With Staff. A larger number of projects reported using, more often, the following activities with staff: counseling parents, use of specialists, use of diagnostic/prescriptive materials and individualized instruction.

Other noteworthy aspects of the SEN program can be indicated. These include:

- The Department has fulfilled to date, all of its seven (7) commitments made to the Legislature and Governor relative to the Special Educational Needs Program. The combination of state staff assigned to the SEN Program is adequate to administer the program based on current program design and the current level of funding.
- The Department's SEN Program Accountability Plan was put into operation and is judged to be most effective in administering the program.
- Many projects found the use of instructional materials to be greatly effective in providing program activities for students, parents and teachers.
- A great majority of projects reported utilized a multiplicity of program activities and interventions in serving the underachiever. Positive educational experiences were offered.
- Staff inservice training activities were not defined in a great majority of projects - the projects reported minimal involvement in this area.
- Parent training and intensive involvement is more typical of programs geared to young children than to older children. Parents learn to teach their children.
- Parent counseling per se did not prove to be as effective a teaching activity as home visits or parent-staff conferences.

PROGRAM EVALUATION:
ANALYSIS OF PROGRAM EFFECTS

Each agency receiving SEN funding was charged with the responsibility to develop and implement an evaluation component to determine the degree to which their project objectives were met. In short, they were required to collect information to answer the question: Did the SEN Program do the job for its clients, i.e., students, parents, and teachers?

The Department of Public Instruction encouraged an evaluation strategy tailored to the individual needs and objectives of the SEN Program clients on a project-by-project basis rather than impose a state-level global or a norm-referenced evaluation of the SEN Program during its first year(s) of operation. Such an evaluation, it was felt, would have more meaning and hence be more useful to local project personnel for improvement-related decisions, especially in the area of student and instruction.

The individualized evaluation format does have its disadvantages though, but primarily from the standpoint of summarizing and reporting the results at the state level in a report such as this "Annual Evaluation". As opposed to being able to describe the effects of the overall SEN Program in terms of traditional grade equivalent scores, or gain scores which are provided by a standardized test, the following narrative describes on a project basis: (a) the number and percent of objectives which were met; and (b) the percent of the SEN student population who mastered a designated range of the objectives.

EVALUATION OF PROGRAM OBJECTIVES

Table 5.5 illustrates the variability in the number of objectives established by the operating projects for each of the client target groups served. Objectives were developed for students, parents, and teachers with thirteen projects using a non-SEN but comparable student population to augment their evaluation strategy of student objectives.

Consistent with the purpose of the SEN Program, 380 or 90 percent of the objectives were developed for SEN students, with the remaining 45 or 10 percent divided between parent and teacher populations.

When looking at the student objectives estblished by the projects, one can easily observe great variation. The number of student objectives set ranged from a low of two to a high of 44 with an average of 10.9 student objectives per project. The range in the number of objectives established for parents and teachers is not as great but in part this can be attributed to the fewer number of projects giving priorities in this area.

TABLE 5.5

NUMBER OF PERFORMANCE OBJECTIVES ESTABLISHED FOR STUDENTS AND COMPARISON GROUP, PARENTS, TEACHERS BY DISTRICT

#	Project Code	PERFORMANCE OBJECTIVES Students	(Comparison Group)	Parents	Teachers	Total (Not including Comparison Group)
1	02	22				22
2	03	15	(12)	2		17
3	04	*	*	*		*
4	05	16			3	19
5	06	*	*	*	*	*
6	07	*	*	*	*	*
7	08	6		1	2	9
8	09	3				3
9	10	3				3
10	11	5				5
11	12	25	(20)			25
12	13	5	(5)	1		6
13	14	10	(10)			10
14	15	3	(3)			3
15	16	2				2
16	17	3	(2)			3
17	18	5				5
18	19	*	*	*	*	*
19	20	20	(20)			20
20	21	6				6
21	23	5				5
22	24	23		2	1	26
23	25	5				5
24	26	3		1		4
25	27	6		3		9
26	28	29				29
27	29	3				3
28	30	5				5
29	31	23			18	41
30	32	13	(5)	2		15
31	33	10	(4)			10
32	34	44				44
33	36	16	(13)			16
34	37	16		3		19
35	38	3			2	5
36	39	12	(11)			12
37	40	3	(2)			3
38	41	8				8
39	42	4	(4)	4		8
TOTAL SEN (Not including comparison group)		380 N=35	(111)	19 N=9	26 N=5	425
AVERAGE		10.9		2.1	5.2	12.1
RANGE		2 - 44		1 - 4	1 - 18	2 - 44

Note: *data not available for report

RESULTS OF PROGRAM OBJECTIVES

The results reported by the projects for each of the target groups are reported in Tables 5.6, 5.7 and 5.8.

Table 5.6 shows the percent of student objectives on a project basis which used comparison students to aid in their evaluation. An examination of these data suggests the considerable success that the SEN Program realized during its first two years of operation. Of the 380 student objectives which were established 61 percent of these were reported as met by the projects, while only 42 percent of the comparison group objectives were reported as met. Though one has to interpret the results of the comparison group with the SEN group carefully, it seems plausible to conclude that the SEN intervention had a positive and measurable impact on students. In fact, only one of the 13 projects using a comparison group of students reported that the comparison group met a greater percent of the objectives than that met by the SEN students.

A similar pattern of success for the SEN Program can be drawn from the results of the SEN parent and teacher objectives in Tables 5.7 and 5.8 respectively. Table 5.7 shows that on a statewide basis, 72 percent of the parent objectives were met; and Table 5.8 indicates that 88 percent of the teacher objectives were met with three of five projects reporting that each teacher objective was met.

TABLE 5.6

PERCENT OF STUDENT (AND COMPARISON GROUP) OBJECTIVES
WHICH WERE ACCOMPLISHED ON A PROJECT BASIS

#	Project Code	Number of Objectives		STUDENT OBJECTIVES % Met		% Not Met	
1	02	22		54		46	
2	03	15	(12)	79	(56)	21	(44)
3	04	16		80		20	
4	05	6		84		16	
5	09	3		57		43	
6	10	3		67		33	
7	11	5		80		20	
8	12	25	(20)	59	(50)	41	(50)
9	13	5	(5)	43	(15)	56	(85)
10	14	10	(10)	91	(40)	9	(60)
11	15	3	(3)	64	(40)	36	(54)
12	16	2		78		22	
13	17	3	(2)	81	(37)	19	(63)
14	18	5		52		48	
15	20	20	(20)	61	(48)	35	(52)
16	21	6		51		49	
17	23	5		45		55	
18	24	23		52		48	
19	25	5		79		21	
20	26	3		74		25	
21	27	6		65		36	
22	28	29		68		32	
23	29	3		68		32	
24	30	5		33		67	
25	31	23		64		36	
26	32	13	(5)	78	(47)	22	(53)
27	33	10	(4)	76	(11)	24	(89)
28	34	44		31		69	
29	36	16	(13)	53	(28)	47	(72)
30	37	16		85		15	
31	38	3		57		43	
32	39	12	(11)	39	(26)	61	(74)
33	40	3	(2)	70	(59)	30	(41)
34	41	8		62		38	
35	42	4	(4)	62	(67)	38	(34)
TOTAL SEN		380		61	(42)	39	(58)

TABLE 5.7

PERCENT OF PARENT OBJECTIVES WHICH WERE ACCOMPLISHED ON A PROJECT BASIS

#	Project Code	Number of Objectives	PARENT OBJECTIVES % Met	% Not Met
1	03	2	79	21
2	08	1	73	23
3	13	1	56	44
4	24	2	93	7
5	26	1	100	0
6	27	3	75	25
7	32	2	70	30
8	37	3	100	0
9	42	4	50	50
TOTAL SEN		19	77	23

TABLE 5.8

PERCENT OF TEACHER OBJECTIVES WHICH WERE ACCOMPLISHED ON A PROJECT BASIS

#	Project Code	Number of Objectives	TEACHER OBJECTIVES % Met	% Not Met
1	05	3	63	37
2	08	2	100	0
3	24	1	77	23
4	31	18	100	0
5	38	2	100	0
TOTAL SEN		26	88	12

EVALUATION OF PUPIL ACHIEVEMENT

Table 5.9 shows the proportion of students tested to the total enrollment by grade level. Seventy-two percent (72%) of the children enrolled in the SEN Program were tested. The 28 percent of the SEN population on which test data is missing, specified percentages of students are accounted for through the lack of pre- and post-testing within Phase II of the Milwaukee Teacher Pupil Learning Lab Project; four projects did not submit data in time to be included in this report; and the remaining percentages were due to mobility and/or absentee factors. In analyzing the results of the testing, some distinct and encouraging results were found.

Table 5.10 looks at how each of the projects fared in meeting or meeting beyond expectations the objectives they established.

TABLE 5.9
Number of Students in SEN Program
for which Test
Information was Available by Grade Level

Grade Level	N/Enrollment	N/Tested	Percent Tested
Pre K	1095	1063	97%
K	327	316	97%
1-3	782	535	68%
4-6	1621	784	48%
7-12	523	420	80%
TOTALS	4348	3118	72%

This table may be read in the following manner: In project numbered 02, 44 students were tested. Of this total, 4.6 percent met or met beyond expectations between one and 24 percent of the total number of objectives defined by the project; 38.6 percent of the total number of students tested met between 25 percent and 49 percent of all the objectives; 36.4 percent of the total number of students tested met between 50 percent and 74 percent of the total number of objectives; and 20.5 percent of the 44 students tested in project 02 met or met beyond expectations between 75 percent and 99 percent of the objectives.

An overview of the results in Table 5.10 shows that six of the 35 projects had 50 percent or more of their students meeting or meeting beyond expectations 100 percent of the objectives defined by each of these six projects. Eleven of the 35 projects had over 40 percent of their students meet 100 percent of their objectives. Twelve of the 35 projects had 100 percent of their students meeting or meeting beyond expectations some of their objectives, with 17 of 35 projects having 50 percent or more of their students meeting or meeting beyond expectations between 50 percent and 99 percent of their oobjectives.

In other words, it appears that the objectives, as defined by the individual projects participating in the SEN Program, have been overwhelmingly met by most of the projects. This performance is consistent with the subjective evaluation of the way in which the projects followed the SEN implementation guidelines.

Whereas it is not possible to directly correlate these two findings, it seems safe to say that the degree of student success and the degree to which the implementation guidelines have been adhered to are strong indications that the SEN Program has been as carefully set up, as clearly monitored, and as nearly successful from a student's standpoint as can be expected from a new program.

TABLE 5.5

Percentage of Pupils Meeting or Meeting Beyond Expectations Project Objectives by Individual Project, Number of Pupils, and Percentage of Objectives Met as Identified Within Ranges

			STUDENT OBJECTIVES					
			% Range					
#	Project Code	Number Students	0	1.24	25-49	50-74	75-99	100
1	02	44	----	4.6	38.6	36.4	20.5	----
2	03	138	.7	2.9	5.8	21.7	46.4	22.5
3	05	48	14.6	----	4.2	10.4	6.3	64.6
4	08	7	----	----	----	28.6	28.6	42.9
5	09	33	----	----	6.1	27.3	45.5	21.2
6	10	160	13.8	----	5.6	25.0	----	55.6
7	11	20	5.0	----	10.0	----	45.0	40.0
8	12	154	----	3.9	30.5	55.2	7.1	3.3
9	13	75	9.3	24.0	22.7	30.7	12.0	1.3
10	14	268	4.1	----	2.2	1.9	8.2	83.6
11	15	90	12.2	----	14.4	40.0	----	33.3
12	16	30	6.7	----	----	33.3	----	60.0
13	17	180	4.4	----	11.7	31.1	----	52.8
14	18	28	3.6	10.7	28.6	32.1	21.4	3.6
15	20	138	10.9	----	7.3	15.9	----	65.9
16	21	21	----	4.8	42.9	33.3	14.3	4.8
17	23	13	----	----	----	53.9	----	46.2
18	24	156	22.4	----	10.0	40.6	----	27.1
19	25	50	----	4.0	4.0	22.0	38.0	32.0
20	26	49	16.3	----	----	34.7	----	49.0
21	27	17	5.9	----	35.3	5.6	17.7	35.3
22	28	62	6.5	8.1	9.7	19.4	32.3	24.2
23	29	15	6.7	----	20.0	33.3	----	40.0
24	30	27	33.3	14.8	18.5	29.6	3.7	----
25	31	136	----	----	5.2	56.6	38.2	----
26	32	20	----	----	10.0	20.0	40.0	30.0
27	33	78	----	----	5.1	29.5	60.3	5.1
28	34	684	5.9	28.4	44.2	18.3	2.6	.7
29	36	83	----	----	27.7	66.3	6.0	----
30	37	12	----	----	----	16.7	58.3	25.0
31	38	35	17.1	----	17.1	40.0	----	25.7
32	39	124	4.0	10.5	23.4	25.8	31.5	4.8
33	40	43	4.7	----	11.6	41.9	20.9	20.9
34	41	34	14.7	5.9	5.9	17.7	38.2	17.7
35	42	46	----	----	8.7	37.0	52.2	2.2
SEN Total		3118	6.6	8.1	19.0	27.4	13.4	25.6

CHAPTER 6

SUMMARY

This First Annual Evaluation Report of the SEN Program has described (a) the financial and participatory elements of the SEN Program over its first two years; (b) the demographic characteristics of the children served by SEN; (c) the general characteristics of the projects funded; and (d) the results gathered through the evaluation of the operation of the SEN Program and the effects of the program on students, teachers and parents. A synopsis of each of these sections follows along with some recommendations which are worthy of considerations for future programs of this type.

The Special Educational Needs Program (SEN) is a state funded educational program for underachieving students who are socially and economically disadvantaged and was initiated during the 1973-75 biennium under s. 115.90-115.94, Wisconsin Statutes.

During the past two years, the SEN Program funded 40 projects of which 19 were public and 21 were nonpublic. These projects were distributed between rural and urban locations and were primarily geared to meeting the academic achievement needs of the students selected for the program.

The projects conducting a SEN-sponsored program reported that 4,348 children were served by the SEN effort with a majority of these children attending the public schools. A total of $2,774,457 was spent on the SEN Program yielding an average pupil cost of $638.

Consistent with the design of the SEN Program, the greatest percentage of full-time positions funded were those involved in instructional activities where more than 90 percent of full-time paid positions were teachers and instructional aides.

Concerning the students who participated in the SEN Program, the majority were enrolled in the Pre-K, and early elementary (grades 1-3) level. Ethnically, the composition of the student population was 61 percent were White; 27 percent were Black; 7.1 percent were Spanish Surnamed; while 4.7 and .3 percent were American Indian and Oriental respectively.

Time of operation of the SEN Program was also considered. Seventeen, or 42 percent, of the projects were funded for more than two semesters; nineteen, or 48 percent, were funded for two semesters (or the current academic year); and four, or 10 percent, of the projects were funded late and ran for only one semester.

Each project was required to submit an evaluation report summarizing the degree to which their objectives were accomplished. The results suggested that the SEN Program was generally effective with the greatest impact on students, and parent and teacher groups also benefiting from the program. Representative examples of final evaluation report summaries illustrate these results (see Appendix F).

The evaluation of the student objectives using a per-project analysis showed that 30 of the 35 projects submitting data met or exceeded at least 50 percent of their objectives. When analyzing the 13 projects which also selected student comparison groups, in which to assess their project, the SEN students consistently showed greater achievement progress than the comparison students. When considering the parent- and teacher-related objectives, the results were also quite favorable. Each of the nine (9) projects which developed parent objectives and the five (5) projects which established teacher objectives reported that they met or exceeded at least 50 percent of their objectives with a majority of these projects indicating that they met or exceeded 80 to 100 percent of the parent and teacher objectives which were evaluated.

The student objectives were also examined using a pupil analysis of achievement and documenting the percent of pupils who met or exceeded a specified range of the objectives in each project and across the SEN Program. These analyses proved to be a further illustration of the promise of the SEN Program. Of the 3,118 students who were evaluated in the 35 projects which reported the data, approximately 65 percent or about 2,027 pupils, were reported to have met or exceeded 50 to 100 percent of the objectives which were set for the SEN Program. Remarkably, more than one-quarter of the student population were evaluated as meeting or having exceeded 100 percent or all of the objectives which were established for them.

Appendix A SEN Statutes

Appendix B Advisory Committee

Appendix C Summary of Project Content

Appendix D Summary of Interim Report FY 1975

Appendix E Data Collection Instrument

Appendix F Examples of Evaluation Report Summaries

Appendix G SEN Materials Available in the Department

Appendix H Action Schedule

SUBCHAPTER V
SPECIAL EDUCATIONAL NEEDS

115.90 DEFINITIONS. (1) In this subchapter, "pupils with special educational needs" means pupils who have or are likely to have low levels of academic achievement, especially in relation to social and economic factors.

(2) Any public school district which is determined to have pupils with special needs according to s. 115.91 may apply for funds under s. 115.92. Nonprofit, nonsectarian agencies may apply for funds under s. 115.92. Prior to accepting applications from any such agency, the state superintendent shall determine that it has adequate management and accounting capacity and such agency shall agree that its accounts related to such programs may be audited.

115.91 IDENTIFICATION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS. (1) Annually, the state superintendent shall establish criteria by which characteristics of social and economic factors can be measured on which she will make grants to school districts or agencies for programs for pupils with special educational needs.

(2) Each school district or agency for which a program is approved under s. 115.92 shall select the individuals who have or are likely to have the greatest special educational needs.

115.92 APPLICATION AND APPROVAL OF PROGRAMS TO SERVE PUPILS WITH SPECIAL EDUCATIONAL NEEDS. (1) Annually, the state superintendent shall issue guidelines for developing and approving programs for serving pupils with special educational needs. Such guidelines shall incorporate the factors which in her judgment provide the greatest likelihood for successful programs.

(2) The school districts and other agencies eligible under s. 115.90 shall submit applications to serve the number of pupils determined under s. 115.91. Such proposals shall demonstrate how other available funds will be incorporated into the program, that funds under s. 20.255 (1) (fd) will be directed to the pupils selected under s. 115.90 and that funds under s. 20.255 (1) (fd) will not be used to supplant or replace other funds otherwise available for these pupils.

(3) The state superintendent shall approve applications which she determines will enhance the potential for academic success of the pupils. Priority shall be given to programs for preschool and primary elementary grade children.

115.94 LOCAL ADVISORY PROGRAM COUNCILS. No application for funds under this subchapter shall be reviewed by the state superintendent unless the school district or other eligible applicant has established a local advisory program council consisting of parents, community representatives, school administrators, and teachers to advise on the development of applications and the implementation of approved programs.

CHAPTER 90, LAWS OF 1973 (Published August 4, 1973)

20.255(fd) SPECIAL NEEDS. Biennially, the amounts in the schedule for financial grants pursuant to subchapter V of chapter 115 of which $250,000 shall be appropriated at the discretion of the state superintendent to enhance the educational opportunities of pupils who come from socially, economically or culturally disadvantaged environments. Grants under this paragraph shall be paid during the school year in which the approved program is operated.

Appendix B

STATE SUPERINTENDENT'S ADVISORY COMMITTEE
SPECIAL EDUCATIONAL NEEDS

Joan Zancanaro Sheforgen, Chairperson
Parent
Madison, WI

Sue Kendrick
Parent
Verona, WI

Robert Carter
Beloit College
Beloit, WI

Sue Bates, Consultant
Early Childhood Education
Department of Public Instruction

Rolland Callaway
Professor of Education
U. W. - Milwaukee

Anita Herrera, Director
Career Opportunities Program
Racine Public Schools

Buck Martin
Great Lakes Inter-Tribal Council, Inc.
Lac du Flambeau, WI

William Clements
Director of Research
U. W. - Stevens Point

Margaret Peterson
Community Relations-Social Development
Milwaukee, WI

Charles Brand
Parent
Green Bay, WI

Robert Durkin, Vice-President
Milwaukee County Labor Council
Milwaukee, WI

Ron Hollstadt, Superintendent
Solon Springs School District
Solon Springs, WI

Arthur Palleon, Assistant Director
Milwaukee Teachers Education Association
Milwaukee, WI

Frank Wabiszewski
Parent
Milwaukee, WI

Eleanor Witte
Osseo-Fairchild School District
Osseo, WI

Sharon Reed
Platteville School Board Member
Platteville, WI

SPECIAL EDUCATIONAL NEEDS PROGRAM
SUMMARY OF PROJECT CONTENT

PROJECT AGENCY	MAIN PURPOSE
Private Agencies	
Carter Child Development Center 1831 W. Juneau Avenue Milwaukee, WI 53233	A SEN project in language development for day care children.
Centro-Cultural-Educativo 623 S. Second St. Milwaukee, WI 53204	Bilingual high school program in alternative setting for comprehensive training for course credit.
Child Development, Inc. 2012 Fisher St. Madison, WI 53713	The advancement of academic achievement through the development of learning modalities in full-day kindergarteners.
Community Coordinated Child Care 3200 Monroe St. Madison, WI 53711	Develop resource services for agencies serving SEN eligible children in Dane County and train teachers to work with disadvantaged at ages 3 and 4.
Community Relations Social Development 161 W. Wisconsin Ave. Milwaukee, WI 53203	A Head Start open classroom model
Menominee Community Action Program Menominee County Courthouse Keshena, WI 54135	Menominee County, Neopit--Zoar Day Care Center Program for 3 and 4 year olds in readiness program.
Menominee County Education Committee Keshena, WI 54135	Alternative high school program with opportunity to learn native language.
Milwaukee Commandos 522 W. North Ave. Milwaukee, WI 53212	An alternative educational approach for high schoolers on probation.
Milwaukee Private School Cooperative:	
Cosmic Montessori 2133 W. Wisconsin Ave. Milwaukee, WI 53233	Language enrichment and psycho-motor development for kindergarteners.
Harambee Community School 110 W. Burleigh St. Milwaukee, WI 53212	Physical motor development--preschool through grade eight emphasizing physical education and music experience.
Highland Community School 2004 W. Highland Ave. Milwaukee, WI 53233	Learning center for prekindergarten through three.

PROJECT AGENCY	MAIN PURPOSE
Milwaukee Private School Cooperative Continued:	
Journey House 1100 S. 16th St. Milwaukee, WI 53204	After school enrichment and tutor program for grades one through three.
Leo Community School 2458 W. Locust St. Milwaukee, WI 53206	Creative language arts program for kindergarten through seventh using printing press as focal point of program.
Rainbow School 3104 W. Kilbourn Milwaukee, WI 53208	Language--psychomotor development for prekindergarten through fourth.
Urban Day School 1441 N. 24th St. Milwaukee, WI 53205	Urban Day Community Learning Center for kindergarten through twelve.
North Central Community Action Program 531 10th Ave. North Wisconsin Rapids, WI 54494	A Special Educational Needs Program for Head Start preschool children.
Oneida Tribe of Indians of Wisconsin Route 4 DePere, WI 54115	Oneida Study Skills Center to assist high schoolers through personalized learning contacts.
Rock County Community Action Program Box 1429 Janesville, WI 53543	CAP Child Care SEN Project meeting the individualized special needs of children in the areas of speech, language development and psycho-motor.
Silber Spring Neighborhood Center 5460 N. 64th St. Milwaukee, WI 53218	Meeting the educational needs of Day Care children.
Southwestern Wisconsin Community Action Program 302 N. Iowa St. Dodgeville, WI 53533	A home training program for preschool children in a four county program.
Tri-City Youth Services Box 841, 141 Fourth Ave. North Wisconsin Rapids, WI 54494	Use New Ways Learning Center to give high school students an alternative setting in which to achieve and learn.
Public Agencies	
Bayfield, Joint District #1 Bayfield, WI 54814	Sensory motor skill development program for prekindergarten through third in Head Start and school programs.
Beloit, Joint District #1 220 W. Grand Ave. Beloit, WI 53511	Early intervention--dropout prevention home training program for three year olds, school classroom program for four year olds.
Cashton, Joint District #1 540 Coe St. Cashton, WI 54619	Optimum learning through the use of contingencies for prekindergarten through elementary students.

PROJECT AGENCY	MAIN PURPOSE
Public Agencies Continued:	
CESA #6 725 W. Park Ave. Chippewa Falls, WI 54729	A comprehensive community resource approach to educational achievement and goal development in a multi-school district approach, ages four through eight.
CESA #10 301 E. Mill St. Plymouth, WI 53073	Reaching children in their homes with language and speech improvement program.
CESA #13 908 W. Main St. Waupun, WI 53963	Developing early learning potential through numerous center-based motor and language interventions for kindergarten through third grade.
CESA #18 532 N. Pine St. Burlington, WI 53105	Bilingual-bicultural intervention for children kindergarten through twelfth to improve language skills and prevent dropouts.
Gillett, Joint District #3 Gillett, WI 54124	Preschool priority readiness experiences involving three and four year olds and their parents in community-school based activities.
Green Bay, Joint District #1 100 N. Jefferson St. Green Bay, WI 54301	Language Experience Program (LEP) for prekindergarten children in center based program.
Madison, Joint District #8 545 W. Dayton St. Madison, WI 53703	English as a Second Language Program for children in kindergarten through sixth grade coming from families speaking other than English.
Melrose-Mindoro, Joint District #1 Melrose, WI 54642	Education Satellite Program--A school and home intervention program for pre-kindergarten and elementary students.
Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201	South Division High School Community Based Career Program with work study component.
Milwaukee Public Schools P.O. Drawer 10K Milwaukee, WI 53201	Teacher-Pupil Learning Laboratories (TPLL) for improving basic skills for grades one through six with systematized diagnostic reading program and train teachers in same program to return to own school.

PROJECT AGENCY	MAIN PURPOSE
Public Agencies Continued:	
Racine, Unified District #1 2230 Northwestern Ave. Racine, WI 53404	Reading and language arts achievement for third through sixth grade children using teacher aides in 27 schools.
Shawano Public Schools 204-210 S. Franklin St. Shawano, WI 54166	Alternative High School Program designed to provide programs for Menominee County youth.
Sheboygan, Joint District #1 830 Virginia Ave. Sheboygan, WI 53081	A school based program for four year olds to improve skills and awareness of community.
Stoughton, Joint District #3 Box 189 Stoughton, WI 53589	Providing needed instructional resources through the development of a Foster Grandparent Program in a middle school.
Tomah, Joint District #1 Lincoln Ave. Tomah, WI 54660	Preschool project for low achieving children--classroom, home training, and parent education.
Wausau, Joint District #1 407 Grant St. Wausau, WI 54401	Preschool education for students with special needs located in two school rooms.

SPECIAL EDUCATIONAL NEEDS PROGRAM
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SUMMARY OF INTERIM REPORT FY 1975
February 7, 1975

The Special Educational Needs Program (SEN) is an educational program for socially and economically disadvantaged children, and was initiated during the 1973-75 biennium under statutes S. 115.90 - S. 115.94, Subchapter V, of Chapter 115.

During the first year and a half of operation, the Department of Public Instruction has been able to translate the law into viable projects meeting the needs of disadvantaged children. Progress in program development has been excellent, and may be summarized as follows:

Thirty-seven projects are fully established, located in 17 counties and administered by 19 public agencies (4 CESA's and 15 LEA's) and 18 private agencies.

Projects serve 3,329 children of which two-thirds are from urban areas and one-third from rural. Thirty-eight percent are minority children; forty percent are 3-6 years of age; forty-five percent are 6-12 years of age; and fifteen percent are 13-17 years of age.

Projects are staffed by 300 locally employed teachers and aides who bring a variety of teaching strategies to the children and parents. For example, projects were funded for bilingual children, for urban inner city children, for individual disadvantaged children not within the target school umbrella of ESEA, Title I, for rurally isolated children and their families, for for Native Americans needing bicultural academic opportunities, for teenage probationers, and for actual and potential dropouts.

All $2,900,000 released to the Department for SEN based programs has been utilized. By September, 1974, $2,849,025.79 had been allocated to agencies with $760,138.63, or twenty-five percent, awarded to 18 nonpublic agencies and $2,088,887.16, or seventy-two percent, awarded to 19 public agencies. In January, 1975, the remaining funds were distributed to three new short-term projects and as supplemental grants to ongoing projects. Common fiscal management procedures have been established which effectively control spending in accordance with proposed budgets.

The State Superintendent's Advisory Committee for SEN has met regularly since July 15, 1974, and made recommendations regarding time schedules for efficient and realistic administration, basic program policies, interpretation of the statutes, development of guidelines and the selection of projects.

Program development is being monitored closely. All projects were required to adopt the same evaluation plan with a pre-test/post-test. Project directors have filed the first required information with the state SEN office. An evaluation of each child's progress will take place after post-testing has been completed in May, 1975. A final report for all SEN activities will be completed in June, 1975.

SEN is the first and only Department of Public Instruction program which funds educational programs for nonpublic, nonsectarian agencies on the same basis as public schools.

Alternative approaches to education are a significant aspect of the SEN Program and the only state funding for these programs.

The guidelines for ESEA, Title I limit participation to target schools within the school district. SEN serves educationally disadvantaged children who are not targeted by Title I.

SEN provides Wisconsin an opportunity to develop basic research models with specifically identified students. The successful model programs have the potential for incorporation into existing educational programs of the schools and agencies.

SEN provides funds for the development of supplementary educational components for programs for preschool children who are presently enrolled in "noneducational" day care and other such agencies.

SEN is the only state program which can provide supplemental funding to public school districts wishing to establish programs for prekindergarten students who are potentially low achievers.

SEN programs incorporate knowledge gained through research on basic skill development, parent involvement, and inservice training of teachers.

SEN programs utilize both practical and innovative educational practices in seeking to solve problems of low achievers.

The SEN Program is the only state funded program administered by the Department of Public Instruction which provides supplemental funds for additional educational services for culturally deprived children of minority heritage (Black, Native American and Spanish American).

The information contained in this summary is expanded upon in the enclosed Special Educational Needs Interim Report FY 1975. This report also contains detailed information regarding the following:

Program Development
Funding
Staffing
Communication
Scheduling
Evaluation

Appendix E

State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

Barbara Thompson, Ph.D.
State Superintendent

Dwight M. Stevens, Ph.D.
Deputy State Superintendent

DIVISION FOR INSTRUCTIONAL SERVICES
Robert C. Van Raalte, Assistant Superintendent

April 7, 1975

To; SEN PROJECT DIRECTORS

The continuity and continuation of SEN projects, their future development, continues to depend upon cooperation between you and the state SEN office to formulate clear, accurate, and realistic reports about each project during this important first year.

The Final Report requested from each SEN project has been designed to retrieve data about process or operation and about progress of children as that data relates to stated goals and objectives. You are asked to evaluate and answer the question, "Have we made a difference through SEN project efforts?"

The Final Report consists of five parts which must be completed and submitted to the SEN office, and one part which may be completed if you choose to add a supplementary section. The parts of the Final Report include:

1. Product Report - REQUIRED TO BE COMPLETED
   a. P1-1S-EN-8 Part 1 Participant Performance Evaluation Report
   b. P1-1S-EN-9 Part 2 Individual Behavioral Objective Summary
   c. P1-1S-EN-10 Part 3 Project Summary Statement
2. Process Report - REQUIRED TO BE COMPLETED
   a. P1-1S-EN-11 Part 4 Project Process Report
   b. P1-1S-EN-12 Part 5 Staffing Report
3. Supplementary Narrative Report - OPTIONAL TO BE COMPLETED
   Constructed according to locally selected style, media mode, emphasis and breadth of content.

DEADLINE FOR ALL FINAL REPORTS, REQUIRED AND OPTIONAL IS MAY 22, 1975

The state SEN office asks you to meet the required deadline on time and to submit complete reports as they are requested and specified. Please inform your staff and evaluation consultants along with the LAPC chairperson and members about the information contained in the enclosed material. Enclosures include:

- SEN Accountability Plan Diagram
- Required Final Report Forms P1-1S-EN-8 through 12
- Information and Directions for completing forms

Contact this office for assistance regarding evaluation procedures.

Sara Sherkow

Sara Sherkow, Ph.D.
Research and Evaluation Consultant
Special Educational Needs Program
608-266-1863

126 Langdon Street, Madison, Wisconsin 53702

Information and Directions for Completing Forms

1. Complete column 1, 2 and 3 of Part 2 Individual Behavioral Objective Summary (P1-1S-EN-9) using separate sheet for each objective.

2. Using established criteria of change stated in column 1, complete Part 1, Participant Performance Evaluation Report (P1-1S-EN-8).

3. Complete column 4, section A (and C when using comparison groups) by recording totals and percents of column with matching objective number.

4. Complete column 4, section B (and D when using comparison groups) by recording averages of the group identified in the objectives.

   If project evaluation plan calls for reporting pre-test/post-test averages by subgroups for a behavioral objective, such as by grade 3, grade 4, grade 5, use separate form (P1-1S-EN-9) to report averages and discuss outcomes for each such group.

   If project evaluation plan calls for reporting pre-test/post-test averages by sub-objective, such as by auditory association, visual reception, and verbal expression, as it relates to language development, use separate form (P1-1S-EN-9) for each such objective.

5. Complete section 5 of Part 2.

6. Complete Part 3 Project Summary Statement.

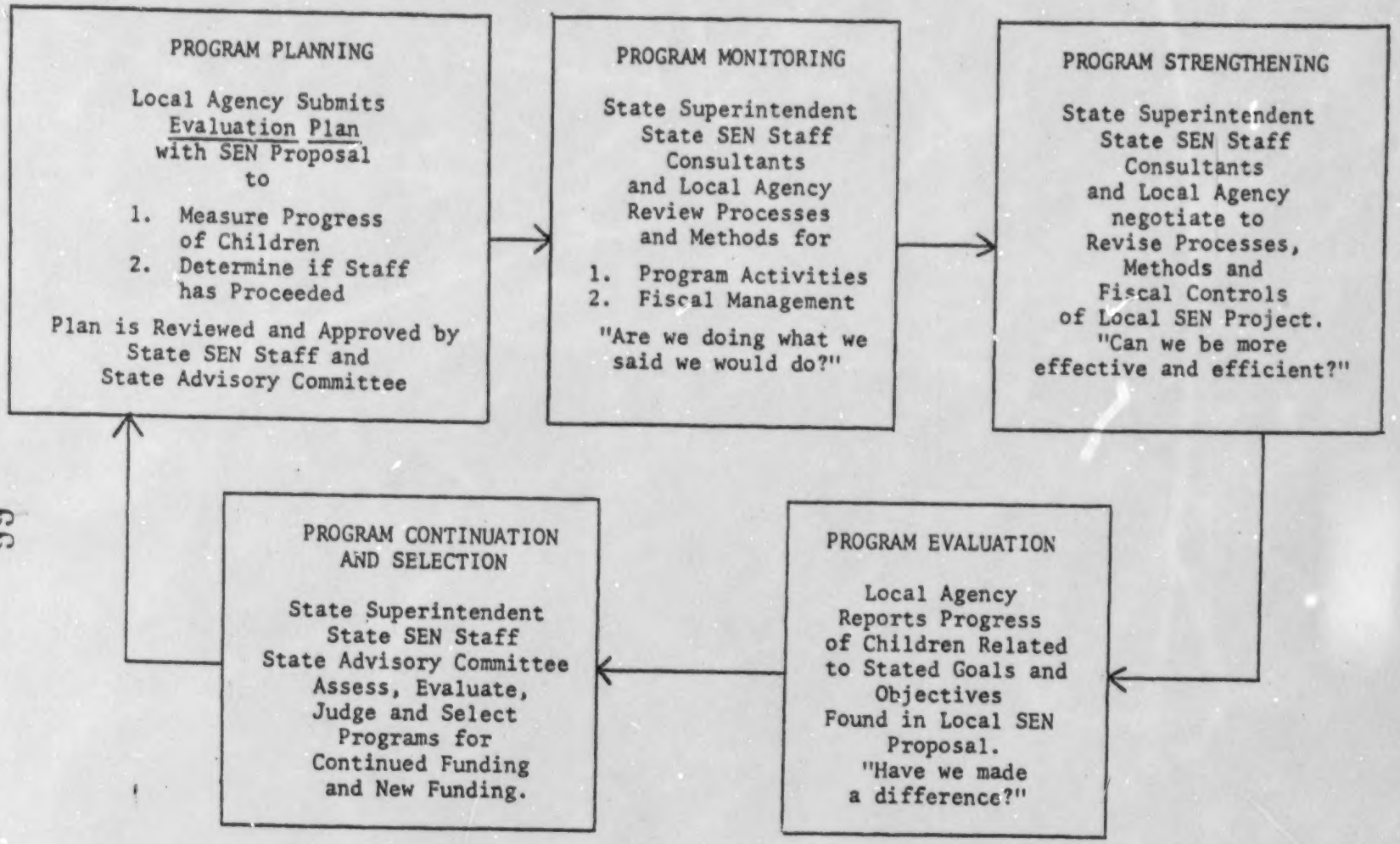
7. Complete Part 4 Project Process Report.

8. Complete Part 5 Staffing Report.

9. If option selected, complete supplementary narrative report, attach and forward with completed forms P1-1S-EN-8-12.

NOTE: If additional blank forms are needed, you may duplicate them.

SEN ACCOUNTABILITY PLAN


PROGRAM PLANNING
Local Agency Submits Evaluation Plan with SEN Proposal to
1. Measure Progress of Children
2. Determine if Staff has Proceeded
Plan is Reviewed and Approved by State SEN Staff and State Advisory Committee
PROGRAM MONITORING
State Superintendent State SEN Staff Consultants and Local Agency Review Processes and Methods for
1. Program Activities
2. Fiscal Management
"Are we doing what we said we would do?"
PROGRAM STRENGTHENING
State Superintendent State SEN Staff Consultants and Local Agency negotiate to Revise Processes, Methods and Fiscal Controls of Local SEN Project.
"Can we be more effective and efficient?"
PROGRAM EVALUATION
Local Agency Reports Progress of Children Related to Stated Goals and Objectives Found in Local SEN Proposal.
"Have we made a difference?"
PROGRAM CONTINUATION AND SELECTION
State Superintendent State SEN Staff State Advisory Committee Assess, Evaluate, Judge and Select Programs for Continued Funding and New Funding.

June, 1974

SEN PROGRAM EVALUATION–PART 1 PARTICIPANT PERFORMANCE EVALUATION REPORT

PI-IS-EN-8 (New 3-75)

Project Agency Name: Urbanville Wisconsin

Identification Number: 40-639-00

Group Type: (Check One) (List Each Type Separately)

1. [X] Student Participant–(List each participating student)
2. [ ] Comparison Group–(List each student in comparison group if part of evaluation plan.)
3. [ ] Parents–(List parents when behavioral objective refers to them) (Do not fill in sex, age, grade and ethnic origin)
4. [ ] Teachers–(List staff when behavioral objective refers to them) (Do not fill in sex, age, grade and ethnic origin)

DIRECTIONS

Ranking Scale Categories: Indicate which categories of rank you will use for reporting participant performance on the five (5) part ranking scale. As many as five (5) of the following categories can be used. Use the category that best fits participant's change when compared to base-line pretest information. The minimum number of categories you may use is two. They are category 3, "not met criteria" and category 4, "met criteria."

RANKING SCALE SEQUENCE ARE:
- Category 1 Signifies negative change
- Category 2 Signifies no change
- Category 3 Signifies some change not meeting criteria
- Category 4 Signifies met criteria of change
- Category 5 Signifies improved beyond criteria of change

Sex: 1. Male 2. Female

Age: Round nearest month and year as of project inception date.

Ethnic Origin:
1. American Indian
2. Black
3. Asian American
4. Spanish Surnamed American
5. Other

Participant's Name (Use Code)	Sex	Age Yr.	Age Mo.	Grade	Ethnic Group	OBJECTIVES Number objectives to match individual behavioral objective summary form PI-IS-EN-9. 1	2	3	4	5	6
1	2	4	3	PreK	5	2	4				
2	2	4	2	PK	4	5	4				
3	1	4	2	PK	5	5	3				
4	2	4	6	PK	2	1	3				
5	1	4	5	PK	2	3	3				
6	1	4	1	PK	2	3	3				
7	1	4	3	PK	2	4	4				
8	2	4	4	PK	2	2	4				
9	1	4	0	PK	4	5	4				
10	2	4	5	PK	5	3	3				
11	1	4	2	PK	2	5	4				
12	1	4	7	PK	2	4	4				

Forward totals for each individual behavioral objective to the individual behavioral summary–PI-IS-EN-9 column 4. Use additional sheets as needed for more than 12 participants and or more than eleven objectives.

4. Performance Summary

A. Participant Performance

B.O. #1

Rank	1.	2.	3.	4.	5.
No.	2	1	3	2	4
%	17	8	25	17	33

#2

Rank	1.	2.	3.	4.	5.
No.			5	7	
%			42	58	

Transfer totals and percents to part 2, PI-IS-EN-9

SEN PROGRAM EVALUATION–PART 2 INDIVIDUAL BEHAVIORAL OBJECTIVE SUMMARY

PAGE 1 OF 10

ncy Name Urbanville Wisconsin

Identification No.

ive No. 1	2. Instrumentation Used	3. Data Analysis Technique	4. Performance Summary
tudent in Pre-K enter- e SEN program will se age equivalent by 1.5 times the normal of months in the pro- hen tested by a teacher end of the project year.	Peabody Picture Vocabulary Test (Forms A & B)	Age Equivalent Score Level of confidence = p.05 Group Average is age equivalent score by month. No comparison group used.	A. Participant Performance

Rank	1.	2.	3.	4.	5.
No.	2	1	3	2	4
%	17	8	25	17	33

B. Average: Age Equivalent
(Age, Grade Equivalent or other score)

Pretest	Post-Test
3.9	4.3

C. Comparison Group Performance

Rank	1.	2.	3.	4.	5.
No.					
%					

D. Average: _____
(Age, Grade Equivalent or other score

Pretest	Post-Test

89

5. Summary Statement

tive Met? Assess performance of participants and/or comparison groups by evaluating outcomes and summarize in narrative form. Please be clear and concise and confine remarks to this page.

Project worked with children for 3 months. Average gain was 4 months, etc.....

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SEN PROGRAM EVALUATION—PART 1 PARTICIPANT PERFORMANCE EVALUATION REPORT

PI-IS EN-8 (New 3-75)

Project Agency Name

PAGE _____ OF _____

Identification Number

DIRECTIONS

Group Type: (Check One) (List Each Type Separately)

1. ☐ Student Participant—(List each participating student)
2. ☐ Comparison Group—(List each student in comparison group if part of evaluation plan.)
3. ☐ Parents—(List parents when behavioral objective refers to them) (Do not fill in sex, age, grade and ethnic origin)
4. ☐ Teachers—(List staff when behavioral objective refers to them) (Do not fill in sex, age, grade and ethnic origin)

Ranking Scale Categories: Indicate which categories of rank you will use for reporting participant performance on the five (5) part ranking scale. As many as five (5) of the following categories can be used. Use the category that best fits participant's change when compared to base-line pretest information. The minimum number of categories you may use is two. They are category 3, "not met criteria" and category 4, "met criteria."

RANKING SCALE SEQUENCE ARE:

- Category 1 Signifies negative change
- Category 2 Signifies no change
- Category 3 Signifies some change not meeting criteria
- Category 4 Signifies met criteria of change
- Category 5 Signifies improved beyond criteria of change

Sex:
1. Male 2. Female

Age: Round nearest month and year as of project inception date.

Ethnic Origin:
1. American Indian
2. Black
3. Asian American
4. Spanish Surnamed American
5. Other

Participant's Name (Use Code)	Sex	Age		Grade	Ethnic Group	OBJECTIVES Number objectives to match individual behavioral objective summary form PI-IS-EN-9.									
		Yr.	Mo.												

Forward totals for each individual behavioral objective to the individual behavioral summary—PI-IS-EN-9 column 4. Use additional sheets as needed for more than 12 participants and or more than eleven objectives.

SEN PROGRAM EVALUATION—PART 2 INDIVIDUAL BEHAVIORAL OBJECTIVE SUMMARY

PLUS EN 9 (Nov 3-78)

t Agency Name

PAGE _____ OF _____

Identification No.

bjective No. _____

2. Instrumentation Used	3. Data Analysis Technique	4. Performance Summary

A. Participant Performance

Rank	1.	2.	3.	4.	5.
No.					
%					

B. Average: _____

(Age, Grade Equivalent or other score)

Pretest	Post-Test

C. Comparison Group Performance

Rank	1.	2.	3.	4.	5.
No.					
%					

D. Average: _____

(Age, Grade Equivalent or other score

Pretest	Post-Test

5. Summary Statement

bjective Met? Assess performance of participants and/or comparison groups by evaluating outcomes and summarize in narrative form. Please be clear and concise and confine remarks to this page.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SEN PROGRAM EVALUATION–PART 3 PROJECT SUMMARY STATEMENT
PI-IS-EN-10 (New 3-75)

Project Agency Name	Identification No.

Were all objectives met? Review outcomes of all objectives and summarize in narrative form. Please be clear and concise and confine remarks to this space.

Were goals of program met? Review goal statements and summarize your evaluation in narrative form. Please be clear and concise and confine remarks to this space.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SEN PROGRAM EVALUATION–PART 5 STAFFING REPORT
PI 15 EN 12 (New 3 75)

Project Agency Name

Identification No.

Suggested Staff Titles: Use a title which closely describes the job classification or duties. If desired, additional titles may be included.

PROJECT DIRECTOR
COORDINATOR
SUPERVISOR
COUNSELOR
EVALUATOR
RESEARCH ASSOCIATE
LIBRARIAN
PSYCHOLOGIST
NURSE
SOCIAL WORKER
LEAD TEACHER
CLASSROOM TEACHER
READING SPECIALIST
MATHEMATICS SPECIALIST
SPEECH CLINICIAN
BILINGUAL TEACHER
PRE-SCHOOL TEACHER
SKILLS RESOURCE TEACHER
SUBSTITUTE TEACHER
INSTRUCTIONAL AIDE
HOME VISITING AIDE
CLERK
TYPIST
PARENT/HOME AIDE
OTHER PAID EMPLOYEES

Staff By Title	Funded By SEN			Funded By Other Sources		
	Head Count		Full Time Equivalency	Head Count		Full Time Equivalency
	Full Time	Part Time		Full Time	Part Time	
Administration/Supervision:						
Teacher/Professional:						
Non-Professional/Aides						
Volunteers:						
Tota Paid Personnel						
Total Unpaid Volunteers		72				
Grand Total–All Personnel						

Pre-Post Test Samples

A representative sample of projects are given as examples which indicate the following pupil growth as a result of SEN intervention. The examples identify only a small portion of the many test instruments utilized in the individual projects.

Stoughton Public Schools - 6th Grade Students

Using the Gates-MacGinitie reading test the 6th grade students showed a mean age equivalency of 5.14 on the pre-test, and 5.77 on the post-test. These SEN students increased their reading skills by a mean growth of six months. This represents an actual increase of three full months beyond that expected.

Racine Public Schools - Third through Sixth Grade

The Racine Project serving children grades three through six and utilizing a norm referenced approach reported that the third grade group's achievement on the Word Recognition Subtest of the Wide Range Achievement Test increased from a grade equivalent mean score of 2.6 on the pre-test to 3.5 on the post-test for a gain of nine months. The children, as a group, exhibited significant gain over what was expected without the SEN intervention.

The fourth grade group's achievement on the Word Recognition Subtest of the Wide Range Achievement Test increased from a grade equivalent mean score of 3.4 on the pre-test to 4.2 on the post-test. The children, as a group, exhibited a significant gain over what was expected without the SEN intervention.

The fifth grade group's achievement on the Word Recognition Subtest of the Wide Range Achievement Test increased from a grade equivalent mean score of 4.3 on the pre-test to 5.2 on the post-test. The children, as a group, exhibited a significant gain over what was expected without the SEN intervention.

The sixth grade group's achievement on the Word Recognition Subtest of the Wide Range Achievement Test increased from a grade equivalent mean score of 4.9 on the pre-test to 5.7 on the post-test. The children, as a group, exhibited a significant gain over what was expected without the SEN intervention.

Green Bay Public Schools - Preschool

Using the Peabody Picture Vocabulary Test the 4 year old children showed a mean age equivalency of 3 years, 7 months on the pre-test and 5 years, 1 month on the post-test for a gain of 17 months. The actual intervention time was 6 months. A comparison group of 4 year olds without the 6 months of SEN intervention showed a mean age equivalency of 4 years, 2 months on the pre-test and 4 years, 11 months on the post-test for a gain of 9 months. The SEN intervention had a positive net gain of 8 months over the normal growth of the comparison group.

Beloit Public Schools - Preschool

The Beloit Preschool utilized a norm referenced format and reported a group average equivalent score in months as recorded for the Peabody Picture Vocabulary Test for three year old home-based. The pre-test average score in months is 28.9 and post-test average 41.0. The mean age equivalence gain for the treatment group was 12.1 months. The comparison group had the mean age equivalence gain of 3.5 months. There was a significant difference between the treatment and comparison groups.

The 4 year olds on the Preschool Language Scale showed a pre-test score in age equivalence of 41.5 months and a post-test score of 56.3 months. The average gain for the treatment group was 14.9 months as compared to 7.3 months for the comparison group. There was a significant difference between the treatment and comparison groups.

Southwest Community Action Home Start Program Serving 4-Year Olds

The SEN Home Start project of the Southwestern CAP reported significant average gains of SEN 4 year olds. On the Boehm Test of Basic Concepts the SEN children registered an average gain of 13.33 with pre- and post-test scores of 21.78 and 35.11 respectively. The control group without SEN registered an average gain of 4.90 with pre- and post-test scores of 24.37 and 28.81. A score of 38 out of 50 concepts determines readiness for school.

On the Jordon-Massey School Readiness Survey the SEN Participants average gain was reported at 26.55 months with average pre- and post-test scores of 41.33 and 67.89 months. The control group registered a significantly lower average gain of 9.45 months with pre- and post-test scores of 51.91 and 61.18 months. A score of 80 out of 100 determines readiness for school.

The following materials are available upon request from the Department of Public Instruction - Special Educational Needs Office. Additional specific information may also be requested directly from the 40 participating projects.

1. Special Educational Needs Program - 1975-76 Handbook.

2. SEN Final Newsletter - Vol. I. Nos. 1, 2, 3, 4.

3. SEN Program - Interim Report FY 1974.

4. Individual Evaluation Reports submitted by each Project.

5. Comprehensive File for each Project - containing information relative to each phase of the project.

6. Slide-Tape presentations on some specific projects.

7. SEN Proposal Application

8. Legislative Correspondence.

ACTION SCHEDULE

Appendix II

PLANS FOR CONDUCTING SPECIAL EDUCATIONAL NEEDS PROGRAM, 1973-75